

**GCSE**

**Classical Greek**

**Sources for Classical Greek**

**Specimen Paper**

**B405**

Time: 1 hour

Candidates answer on the question paper.

**Additional materials:**

Insert booklet

Candidate  
Forename

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Candidate  
Surname

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Centre  
Number

--	--	--	--	--	--

Candidate  
Number

--	--	--	--	--	--

## INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer all the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

## INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 50.

Answer all the questions.

- You need to use your knowledge of the topic to understand and evaluate the sources in the Insert.
- When you are asked to use specific sources you must do so, but you may also use any of the other sources given here or any other sources you have studied, if they are relevant.

**Questions 1, 2, 3 refer to sources A, B and C in the Insert.**

**1** Source A.

**(a)** How does the work of a farmer help to supply the basic needs?

.....

.....

.....

..... **[3]**

**(b)** Give **two** 'other things for our bodily needs' that Socrates might have had in mind, **in addition to** food, housing and clothing.

.....

.....

..... **[2]**

**2** Sources A and source B.

What does source B add to our knowledge of work in ancient Greece?

.....

.....

..... **[2]**

**3** Sources A, source B and source C.

**(a)** In what ways was work hard in ancient Greece?

.....

.....

.....

..... **[4]**

**(b)** How might Nicias have defended his work to Plato and Hesiod?

.....

.....

.....

.....

.....

.....

.....

..... [6]

**Questions 4, 5, 6 refer to sources D, E and F in the Insert.**

**4** Study source D.

**(a)** What evidence is there for the exercise ground being used in all weathers?

.....

.....

.....

..... [2]

**(b)** What different types of exercise was the exercise ground used for? You should quote the section of the passage that gives the evidence for each type of exercise you mention.

.....

.....

.....

.....

.....

..... [4]

**[Turn over**

## 5 Sources D and E.

**(a)** Why was it important for ancient Greeks to be fit to fight?

..... [2]

**(b) In addition to the exercises mentioned by Plutarch:**

(i) give one other kind of exercise that would have trained ancient Greeks for war;

..... [1]

(ii) explain why it would have been useful.

..... [1]

## 6 Sources D, E and F.

(a) In source F, what qualities does Plato mention that are developed by exercise **and** will make them good soldiers? Give **three** examples.

[3]

**(b)** How far do you think Plato would have approved of the activities at the exercise ground?

[2]

**(c)** Imagine you are an ancient Greek with a friend who hates exercise. How would you persuade him to go to the exercise ground?

[6]

**7** How useful are the sources as evidence of aspects of life in Ancient Greece?

- Choose **two** sources from **A to F** in the Insert.
- Say what facts the sources give.
- Say how valuable the sources are as evidence.
- Explain why you have chosen the **two** sources.

**Marks are awarded for the quality of written communication of your answer.**

[12]

**[12]**

**Paper Total [50]**

SPECIMEN

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The maximum mark for this paper is 50.

SPECIMEN

Question Number	Answer	Max. Mark
1(a)	<p><b>How does the work of a farmer help to supply the basic needs?</b></p> <p>Candidates might include: food (staple crops, olives, wine); clothing (fleeces, leather); housing (food for builders).</p>	[3]
(b)	<p><b>Give two 'other things for our bodily needs' that Socrates might have had in mind, <u>in addition</u> to food, housing and clothing.</b></p> <p>Candidates might include water supply; medicines, cloth for furnishings, bedclothes etc.; olive oil for anointing/as soap.</p>	[2]
2	<p><b>What does source B add to our knowledge of work in ancient Greece?</b></p> <p>Candidates might include: existence of slave labour; silver mines; technology involved in mining; people skilled in working with silver.</p>	[2]
3(a)	<p><b>In what ways was work hard in ancient Greece?</b></p> <p>Candidates might include: more manual labour/no machinery; more walking/standing/lifting; more exposure to elements/fewer enclosed vehicles/less waterproof clothing; less safe/no protection for workers.</p>	[4]
(b)	<p><b>How might Nicias have defended his work to Plato and Hesiod?</b></p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• work vital to state as it depends on silver for its wealth even if it is not one of 'basic needs'</li> <li>• Nicias apparently not working for his wealth but slaves need organising/buying/maintaining</li> <li>• work is risky as slaves may perish and Nicias' money be lost</li> <li>• slaves are given work and food</li> <li>• keeps criminal elements out of the city</li> <li>• these are not freeborn citizens/cannot follow own talents and own inclinations.</li> </ul> <p>Candidates should make some reference to sources A, B and C.</p> <p>Answers in the form of a conversation, speech, or other empathetic format should be credited for factual content/understanding and evaluation provided points from the list above are included. Marks should not be given for creative writing alone.</p>	[6]
4(a)	<p><b>What evidence is there for the exercise ground being used in all weathers?</b></p> <p>Candidates should refer to the references to rain and use in winter, and might include references to trees providing shade in summer.</p>	[2]



Question Number	Answer	Max. Mark
(b)	<p><b>What different types of exercise was the exercise ground used for? You should quote the section of the passage that gives the evidence for each type of exercise you mention.</b></p> <p>Boxing (exercise with punch-bag); wrestling (reference to applying sand); running (several references to running-tracks); possible reference to swimming (baths).</p>	[4]
5(a)	<p><b>Why was it important for ancient Greeks to be fit to fight?</b></p> <p>Candidates might include: had to serve in army (1); frequent wars (1) (between city-states/war with Persians).</p>	[2]
(b) (i)	<p><b><u>In addition</u> to the exercises mentioned by Plutarch, give one other kind of exercise that would have trained ancient Greeks for war;</b></p> <p>Throwing the javelin; possible reference to throwing discus; pankration (combination of wrestling and boxing)</p>	[2]
(ii)	<p><b>Explain why it would have been useful.</b></p> <p>Javelin/discus: spears used in combat most obvious; exercise in balance, throwing, aiming</p> <p>Pankration: would improve hand-to-hand fighting skills.</p>	[1]
6(a)	<p><b>In source F, what qualities does Plato mention that are developed by exercise and will make them good soldiers? Give <u>three</u> examples.</b></p> <p>Strength/fitness, pride, confidence, increased bravery/boldness.</p>	[3]
(b)	<p><b>How far do you think Plato would have approved of the activities at the exercise ground?</b></p> <ul style="list-style-type: none"> <li>- He would not have approved of spending too much time there,</li> <li>- would have approved of opportunities for discussion/meeting (with philosophers/learned people).</li> </ul>	[2]
(c)	<p><b>Imagine you are an ancient Greek with a friend who hates exercise. How would you persuade him to go to the exercise ground?</b></p> <p>Candidates might include:</p> <ul style="list-style-type: none"> <li>• other things going on apart from exercise such as conversation, meeting people</li> <li>• opportunity to watch sports</li> <li>• walking or bathing possible as well as more formal exercise</li> <li>• fitness desirable for health</li> <li>• necessary to be in training for war</li> <li>• more chance of survival for the fittest in war.</li> </ul> <p>Lower marks if only source D referred to; higher marks if all three sources are referred to.</p>	[6]

Question Number	Answer	Max. Mark
6(c) cont'd	Answers in the form of a conversation, letter, or other empathetic format should be credited for factual content/understanding and evaluation provided points from the list above are included. Marks should not be given for creative writing alone.	
7	<ul style="list-style-type: none"> <li>Choose <b>two</b> sources from sources <b>A-F</b> in the Insert.</li> <li>Say what facts the sources give.</li> <li>Say how valuable the sources are as evidence.</li> <li>Explain why you have chosen the <b>two</b> sources.</li> </ul> <p>Candidates might include the following facts:</p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>variety/interdependence of occupations</li> <li>importance of animals</li> </ul>	[12]
Question Number	Answer	Max Mark
7 Cont'd	<ul style="list-style-type: none"> <li>reliance on manual labour</li> <li>trade</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>conditions in mines</li> <li>slavery/reliance of industry on slave labour</li> <li>some slaves exploited/treated badly</li> <li>some wealth derived from slavery</li> </ul> <p><b>Source C</b></p> <ul style="list-style-type: none"> <li>close relationship between work and livelihood/food</li> <li>work viewed as moral and religious virtue</li> <li>importance of farming</li> <li>organisation as well as hard work important</li> </ul> <p><b>Source D</b></p> <ul style="list-style-type: none"> <li>Greek planning and building skills</li> <li>importance of exercise for men</li> <li>different kinds of athletic events</li> <li>exercise ground as focus of social gathering, discussion education</li> </ul> <p><b>Source E</b></p> <ul style="list-style-type: none"> <li>importance of athletics</li> <li>different kinds of games</li> <li>relevance of games to war</li> <li>importance of military training/readiness</li> </ul> <p><b>Source F</b></p> <ul style="list-style-type: none"> <li>Athenian education</li> <li>importance of physical exercise</li> <li>importance of artistic/cultural pursuits</li> <li>importance of body and mind.</li> </ul>	
Paper Total		[50]

### Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Choice and use of evidence;</li> <li>• Understanding of sources and evidence;</li> <li>• Engagement with the question;</li> <li>• Accuracy of writing;</li> <li>• Control of appropriate form and style;</li> <li>• Organisation and use of technical vocabulary.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>• A good range of well-chosen evidence covered in detail, facts are derived from the sources;</li> <li>• Strong awareness of bias and limitations of sources;</li> <li>• Answer well-directed at the question;</li> <li>• Legible, fluent and technically very accurate writing;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Very well structured and organised argument; technical terms accurately and effectively used.</li> </ul>
3	6-9	<ul style="list-style-type: none"> <li>• An adequate range of relevant evidence, some facts are derived from the sources;</li> <li>• Basic awareness of bias and limitations of sources</li> <li>• Answers slightly less focused on the question;</li> <li>• Legible and generally accurate writing, conveying meaning clearly;</li> <li>• Limited control of appropriate form and register;</li> <li>• Argument is organised, some technical terms accurately used.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Few examples of relevant evidence, few facts are derived from the sources;</li> <li>• Limited awareness of bias and limitations of sources</li> <li>• Limited engagement with the question;</li> <li>• Legible but there are some errors, clarity not obscured;</li> <li>• Very limited control of form and register;</li> <li>• Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.</li> </ul>
1	0-2	<ul style="list-style-type: none"> <li>• Little or no attempt made to link facts with evidence, which may be irrelevant;</li> <li>• Little or no attempt to address the incompleteness of sources/bias;</li> <li>• Little or no engagement with the question;</li> <li>• Writing not consistently legible, may at times be difficult to read and/or contain many errors of spelling, punctuation and grammar;</li> <li>• Little control of form or register;</li> <li>• Argument difficult to discern, technical terms inaccurately used or omitted.</li> </ul>

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

### Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Choice and use of evidence;</li> <li>• Understanding of sources and evidence;</li> <li>• Engagement with the question.</li> </ul>
4	5-6	<ul style="list-style-type: none"> <li>• A good range of well-chosen evidence covered in detail, facts are derived from the sources;</li> <li>• Strong awareness of bias and limitations of sources;</li> <li>• Answer well-directed at the question.</li> </ul>
3	3-4	<ul style="list-style-type: none"> <li>• An adequate range of relevant evidence, some facts are derived from the sources;</li> <li>• Basic awareness of bias and limitations of sources;</li> <li>• Answers slightly less focused on the question.</li> </ul>
2	1-2	<ul style="list-style-type: none"> <li>• Few examples of relevant evidence, few facts are derived from the sources;</li> <li>• Limited awareness of bias and limitations of sources;</li> <li>• Limited engagement with the question.</li> </ul>
1	0	<ul style="list-style-type: none"> <li>• Little or no attempt made to link facts with evidence, which may be irrelevant;</li> <li>• Little or no attempt to address the incompleteness of sources/bias;</li> <li>• Little or no engagement with the question.</li> </ul>

**Assessment Objectives Grid**

<b>Question</b>	<b>AO2</b>	<b>Total</b>
<b>1-7</b>	<b>50</b>	<b>50</b>
<b>Total</b>	<b>50</b>	<b>50</b>